



2021-2022
District Instructional Focus

ALEDO ISD FOCUS DOCUMENT

2021-2022

WHAT WE TEACH

Standards Driven
Curriculum

Teaching to the Depth
of the Standards

HOW WE TEACH

Focus on 8 Cognitive Skills
Thinking Maps

Fundamental
Five

Rigor & Relevance

Workshop Model

AUTHENTIC LITERACY

Cross-Disciplinary Literacy
(listening, speaking, reading, writing, thinking)

Write From the Beginning &
Beyond

Problem of Practice:
*Students are not demonstrating
yearly progress at expected levels
and are not demonstrating
proficiency in critical writing
across all content areas.*

Culture of Excellence
Professional Learning Community



Implementation Measures of District Instructional Focus

PLC Goals

Reported Quarterly

Focus on Learning

Goal 88% of CTs by June

Collaborative Culture

Goal 93% of CTs by June

Focus on Results

Goal 85% of CTs by June

District Instructional Priorities

Reported Monthly

Lesson Frame

Goal 100% of classrooms by June

Daily Critical Writing

Goal 100% of classrooms by June

High-Yield Formative Assessment

Goal 100% of classrooms by June

Student-Driven Learning

*Monthly report will consist of exemplars, rather than a percentage

Progress Monitoring

Reported MOY & EOY

CIRCLE Progress Monitoring

PK Reading / Math Screener

mCLASS Texas & DRA

K-2 Reading Screener

IXL Math

K-2 Math Screener

MAP Growth

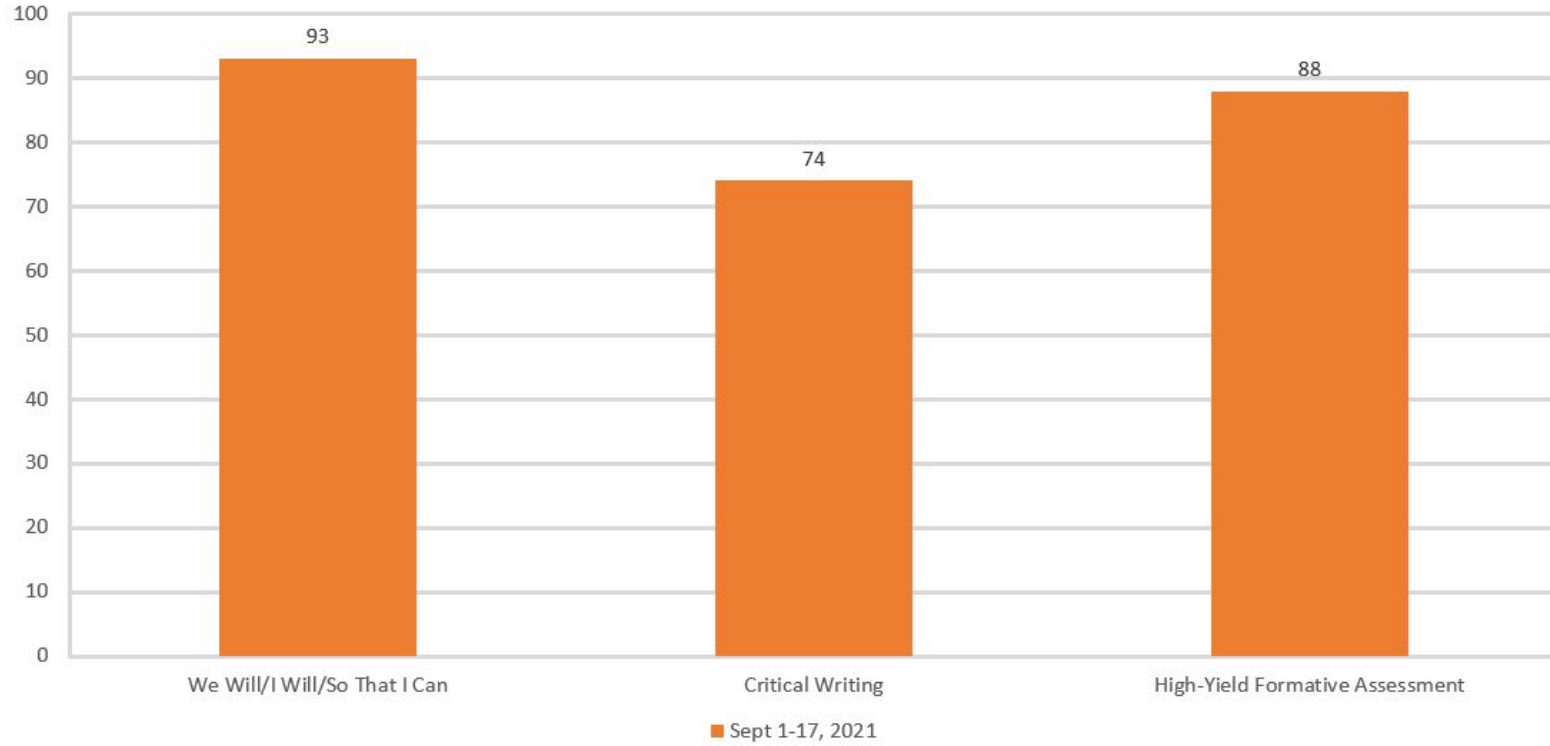
3-10 Reading Screener

3-10 Math Screener

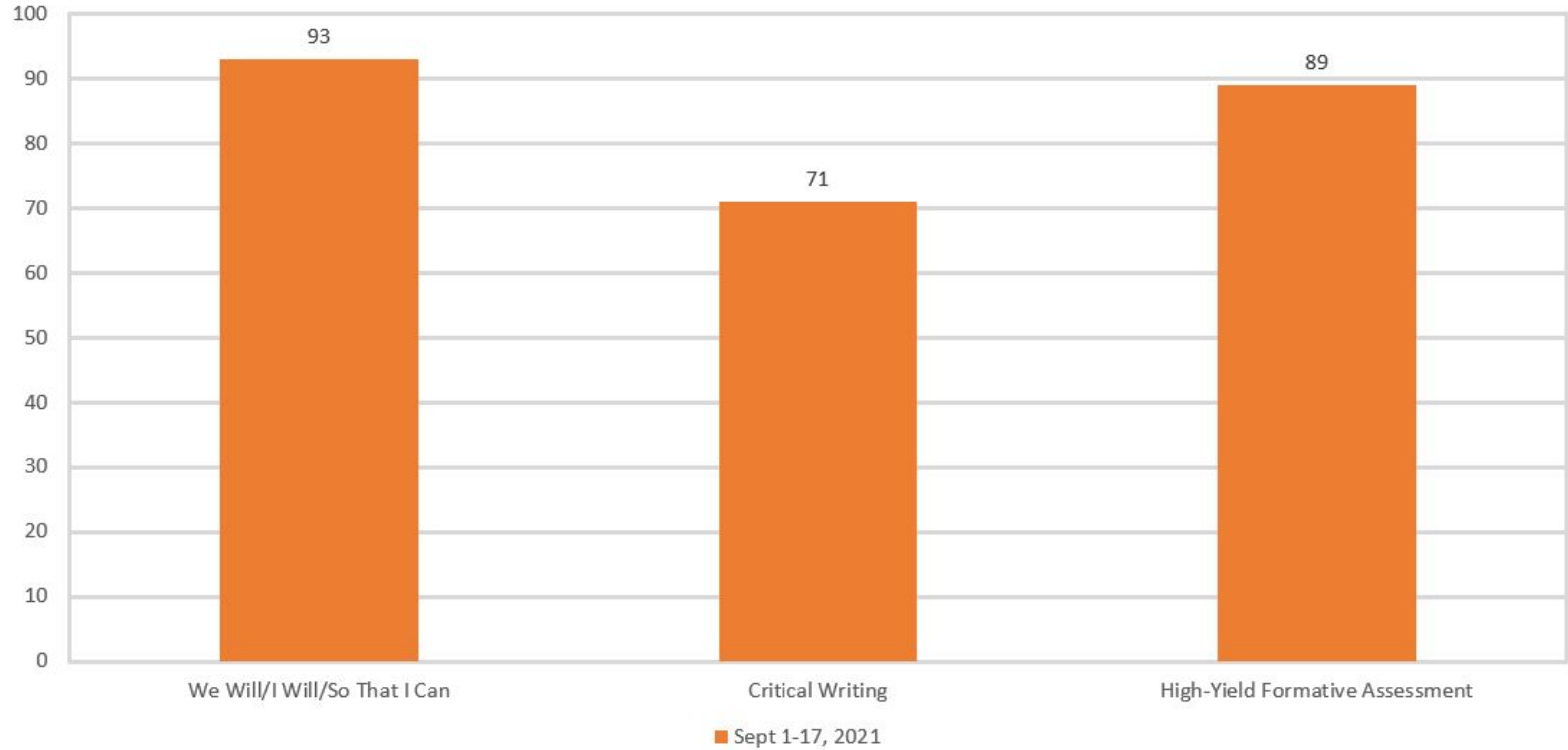
*MOY data will include targeted students and EOY data will include all students



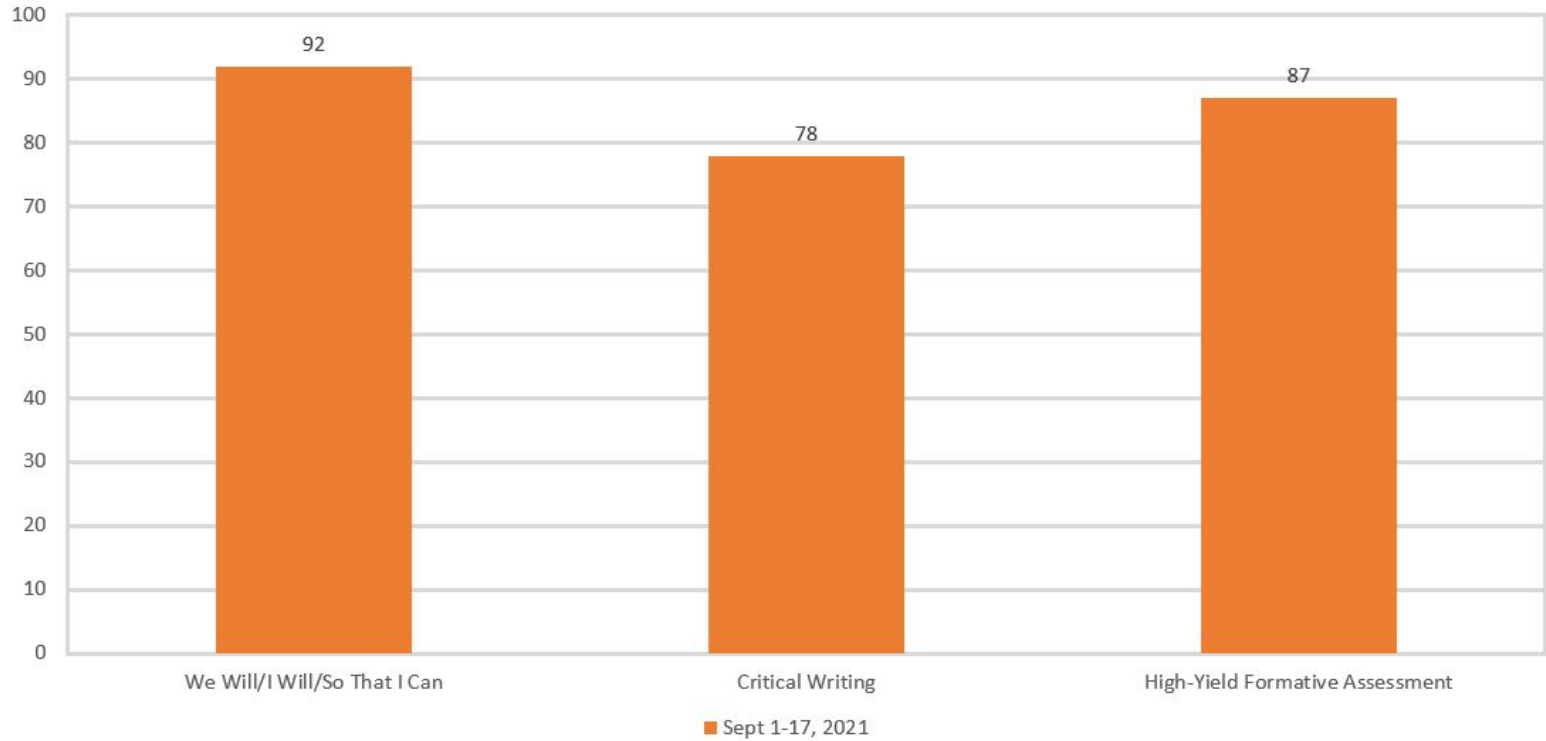
Aledo ISD Overall Growth by Look Fors



Aledo ISD Elementary Growth by Look Fors



Aledo ISD Secondary Growth by Look Fors



Student-Driven Learning

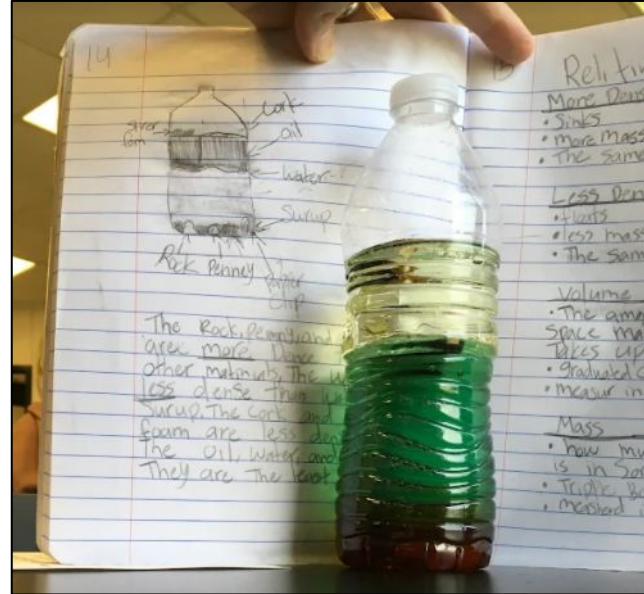
Vandagriff Elementary: 4th ELAR, Ms. Stokes



"Starbooks"

Students writing book reviews for other students to summarize what their book was about.

Stuard Elementary: 5th Science, Ms. Whitrock

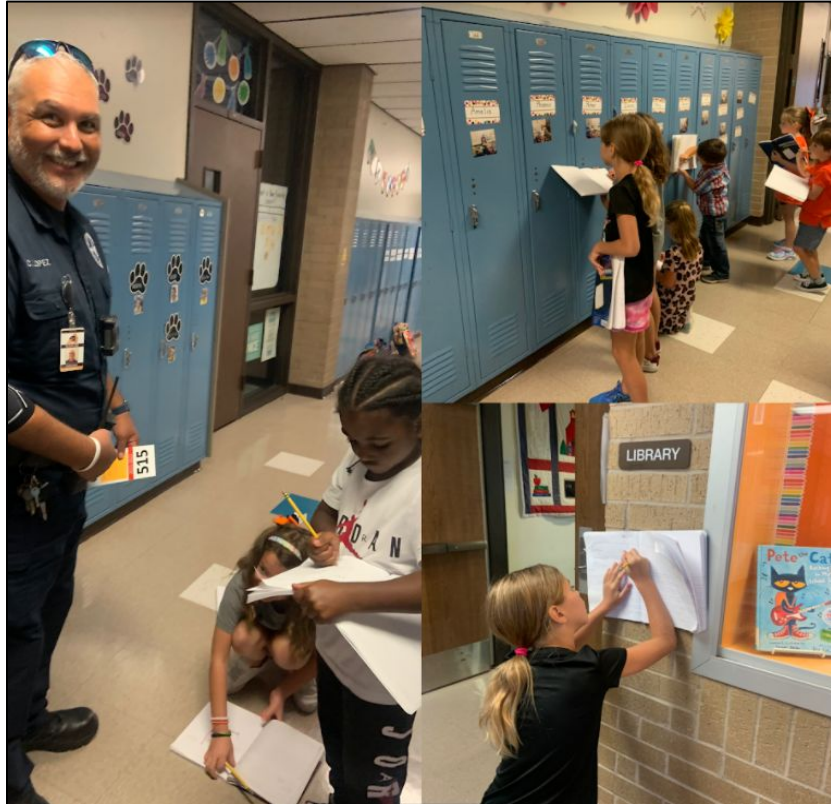


Students hypothesized what materials they could use in what order to make corks float. They then made examples and tested them themselves.

Coder Elementary:

1st Grade ELAR, Ms. Tubbs

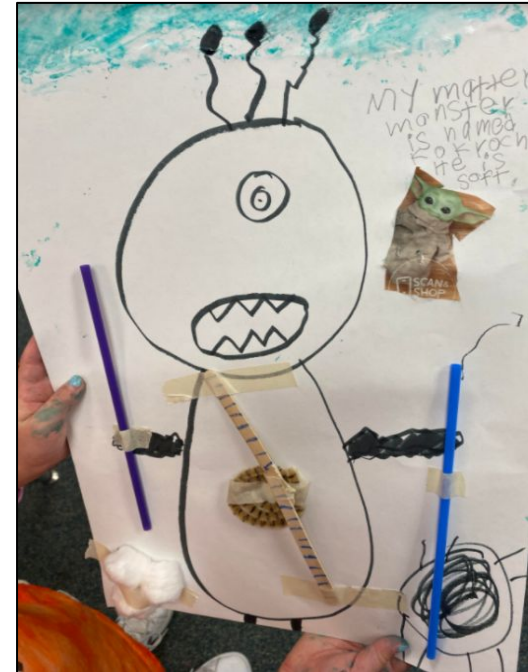
Students participated in a noun scavenger hunt; they found different nouns around the school.



Coder Elementary:

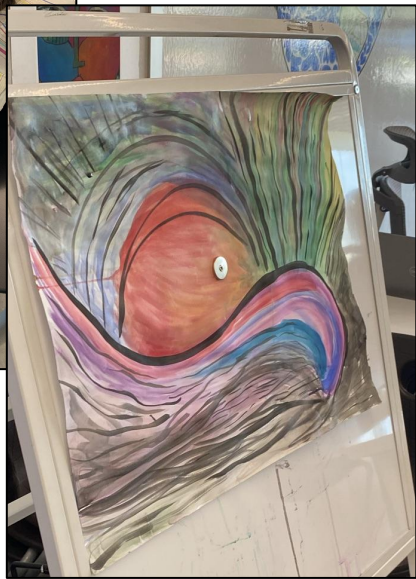
1st Grade Science, Mrs. Davis

Students built matter monsters incorporating at least two types of matter. They then wrote a sentence including the name and at least one form of matter used.

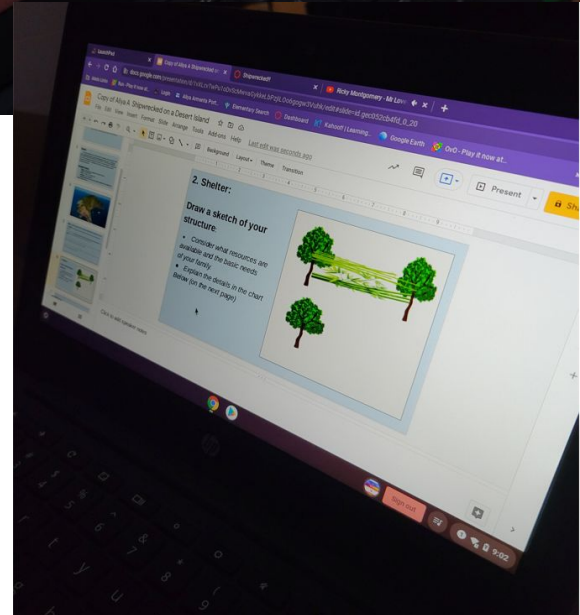
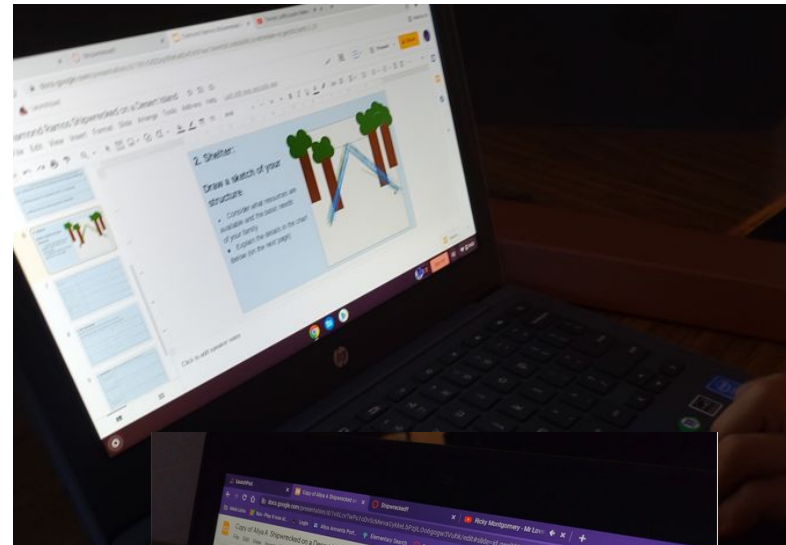
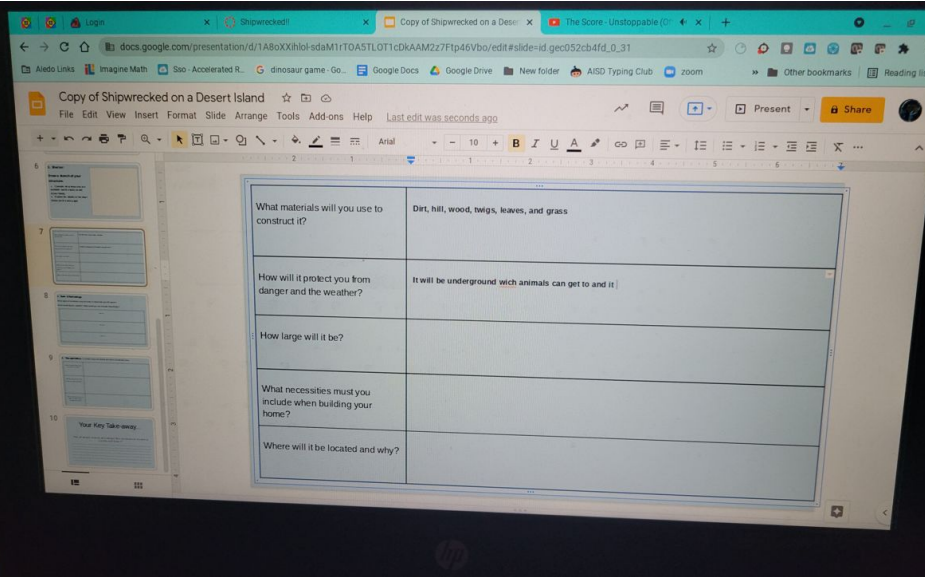


Walsh Elementary:
Grade Art, Ms. Chambers
& Mr. Corbellow

Wassily Kandinsky- Students in art viewed paintings by Kandinsky, and learned about his ability to “paint” the colors of the music he heard. Students made their own Kandinsky inspired paintings as they listened to music, with Ms. Chambers and Mr. Corbello helping to facilitate the process, in a music and art collaboration.

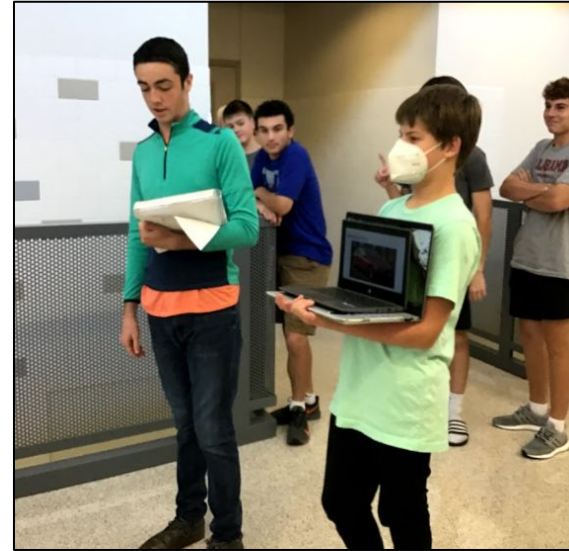
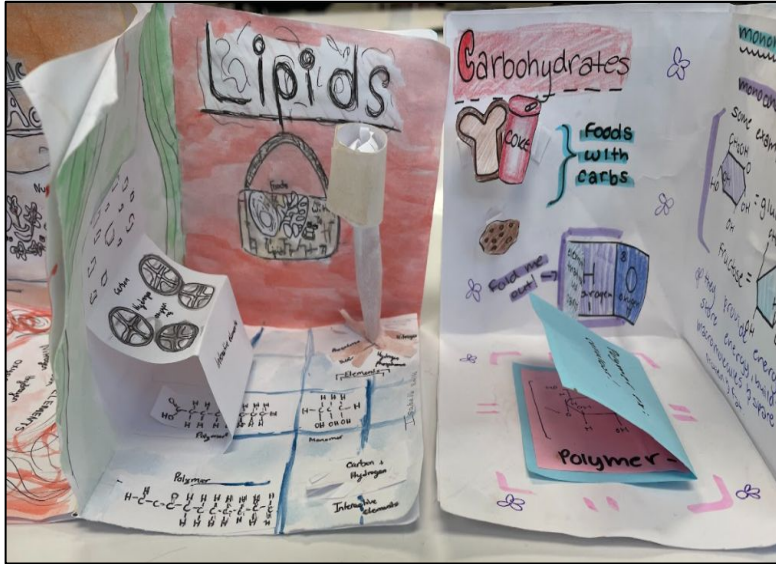


McAnally: 6th Grade Social Studies, Ms. Gallegos



Students were given the scenario of being stranded on a desert island. The big question - How would they modify or adapt their environment to survive. Students wrote about their key takeaways and whether those were modifications or adaptations.

Daniel Ninth Grade Campus:
9th Grade Biology, Ms. Woodson & Ms. Kiser



Students researched and created a four room model of biomolecules components, provided peer feedback on the room models after receiving notes on each component, and created real-world analogies to represent the biomolecules for the "Biomolecule Battle" between classes.



2021-2022 Special Education Update



AISD Special Programs Administration

Rebecca Faulkner - Director



Keshia Chaney - Coordinator

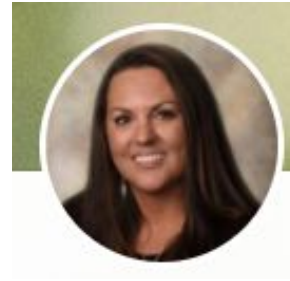


AISD Special Education Instructional Facilitators

Jessica Cadis - Annetta Elementary



Keara Sharman - Coder Elementary



Suzanne Needham - McCall Elementary

Lisa Cole - Stuard Elementary



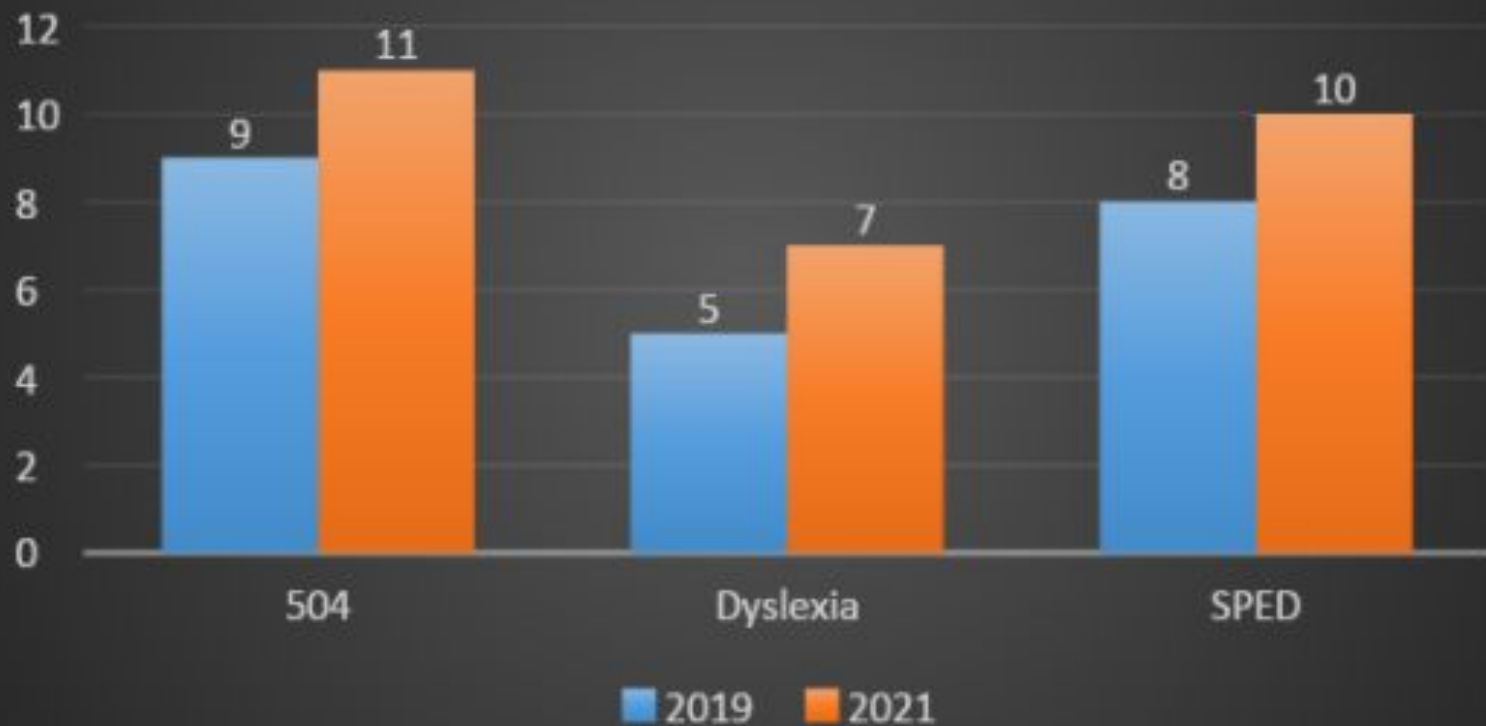
Glenna Loftin - Vandagriff Elementary



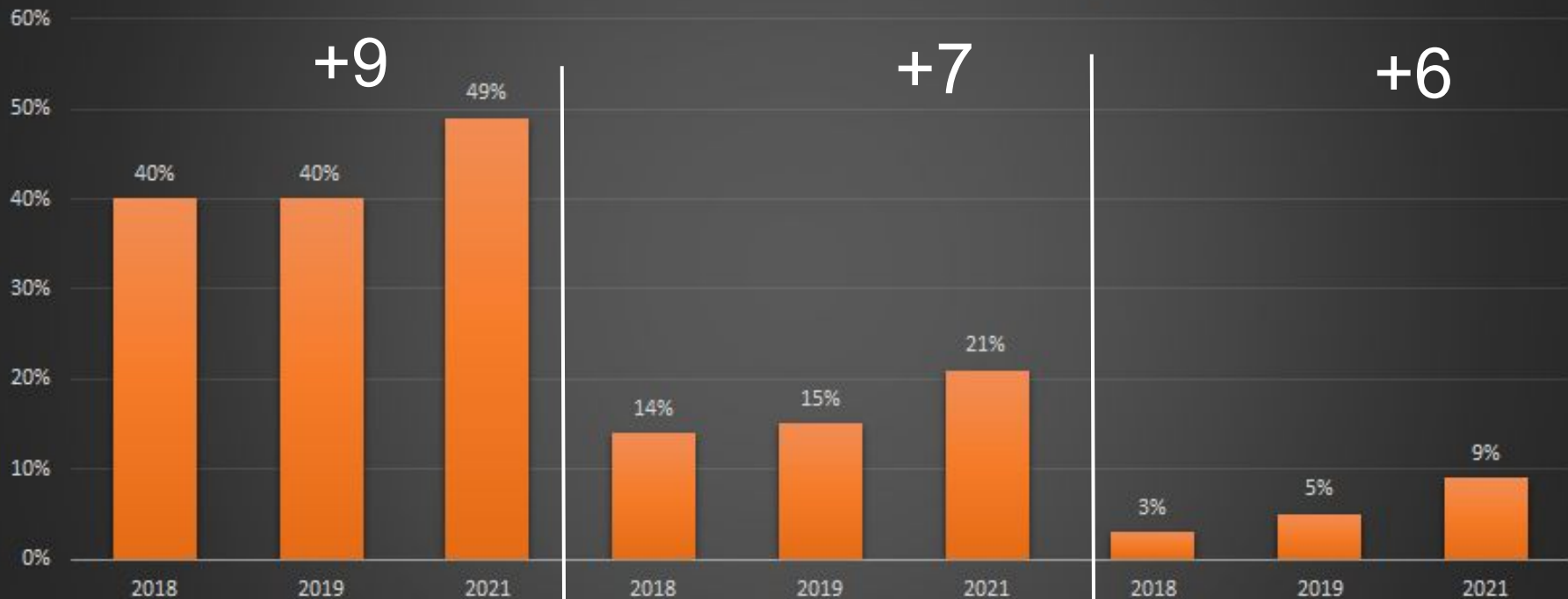
Brandy Emmitte - Walsh Elementary



Program Information Based on Percentages



ELAR Summarized Results (3rd - Eng II)



APPROACHES

MEETS

MASTERS

Math 3rd - Algebra/ Spring Testing



APPROACHES

MEETS

MASTERS

Contributions for SPED Success

PLC Process/ Student Support

- Implementation of the *Student Liaison Program*
- Support student success through the *PLC process*
- Partnership with general education teacher and special education teacher teams to *plan for specialized Tier I instruction*

Instruction

- Continued support/instruction through the spring of 2020 remotely
- High level supports through remote learning
- Implementation of *Co-Teach* models of support
- Support the implementation of student *IEP in the classroom*
- High quality Tier I instruction while students receive *specialized/ pull out support to focus on specific IEP goals*

SPED Instructional Facilitators

- Ensure *alignment of the IEP to instruction in the classroom*
- Connect professional learning to the district mission of *ensuring high levels of learning for all students*

Next Steps for Continued Success

PLC Process/ Student Support

- Continue to support student success through the **PLC process** through recommendations of supports/ strategies for struggling students
- Continue with collaborative efforts to **plan for specialized Tier I instruction** to identify disability-specific instructional strategies to support students

Instruction

- Identify critical classroom elements for **Co-Teach**, collect baseline data to determine where currently in practices, measure progress based on rubric
- Support the implementation of student **IEP in the classroom**
- Continue to refine high quality Tier I instruction while students receive **specialized/ pull out support to focus on specific IEP goals** based on TEKS vertical alignment to **scaffold skills/ instruction**

SPED Instructional Facilitators

- Create **professional learning** opportunities targeting **disability related instructional strategies** to ensure **high levels of learning for all students**
- Create a **system of program and compliance monitoring and support** to ensure district-wide implementation of IEP Development, Co-Teaching, Functional Academics, and Parent Partnership

Special Education Instructional Facilitators

Jessica Cadis - Annetta Elementary School

- Support student success through the *PLC process*
- Continue with collaborative efforts to *plan for specialized Tier I instruction* to identify disability-specific instructional strategies to support students

Brandy Emmitte - Walsh Elementary School

- Identify critical classroom elements for *Co-Teach*
- High quality Tier I instruction while students receive *specialized/ pull out support to focus on specific IEP goals*

All means All

Provide support to the PLC in assisting in identifying areas of need

- Review data from non discretionary viewpoint to benefit all students
- Collaborate with teachers in planning and intervention practices

Support the Tier 1 planning process with effective instruction differentiation practices

- ★ Utilize disability specific instructional practices in daily planning efforts
- ★ Model effective classroom practices for teachers during instruction